

**THE IMPLEMENTATION OF TEACHING WRITING USING INQUIRY
BASED METHOD AT THE SECOND GRADE OF
MTs NEGERI KARANGDOWO KLATEN
IN 2014/2015 ACADEMIC YEAR**



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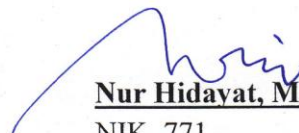
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ABSTRACT

This research aims at describing the Implementation of Teaching Writing using Inquiry based Method at the Second Grade of MTs Negeri Karangdowo Klaten in 2014/2015 Academic Year. This study describes the implementation of teaching writing using inquiry based method and the problems faced by the English teacher in applying this method at the second grade of MTs Negeri Karangdowo Klaten in 2014/2015 academic year. The type of this research is descriptive qualitative. The data obtained are from event, informant, and document. The techniques of collecting data were observation, interview, and document analysis of teaching writing activities to clarify the implementation of teaching writing using inquiry based method and problems faced by the teacher. The result of the analysis shows that the implementation of teaching writing using inquiry based method as follows: 1) Learning objectives of teaching writing at the second grade students of MTs Negeri Karangdowo Klaten are to enable the students in understanding English as mean of communication, and enable the students in being active in practice English in written form. 2) The teaching materials used by the teacher is taken from some source based on the syllabus. The teacher used textbook published by Erlangga and students work paper (LKS) as a printed material. The teacher also used other source such as from picture. 3) Teaching procedures used by the teacher are pre-teaching, whilst teaching, and post teaching. In a whilst teaching, divide into orientation, formulate a problem, formulate hypothesis, collecting data, testing hypothesis, and formulate conclusion. 4) The roles of teacher at MTs Negeri Karangdowo Klaten are facilitator, and motivator to the students. 5) The roles of the students in teaching learning process are as an active participant, and as a members of group.

Keywords: *implementation, inquiry based method, teaching writing*

A. Introduction

English is the first foreign language taught at every school in Indonesia. The Indonesian government chooses English as the first foreign language to be taught in schools as a major subject for the students from elementary school to university student. Students realize how important English in their life, so the students intend to master it and they can use the language to communicate with other people in the world.

There are four skills in Learning English, namely: speaking, reading, listening, and writing. Writing has always occupied a place in most English language course. One of the reasons is more and more people need to learn to write in English for occupational or academic purposes. Thus, in terms of students' need, writing occupies an equal role with the others language skills. But it is a difficult one as stated by Scott (1990:68) in Stella (1999:280). Writing is one of language skills in learning English. Tiwari (2005:120) states that writing is a complex process that allows the writer to explore thoughts and ideas and make them visible and concrete.

Actually, writing is a good way to develop English ability, but most of the students still say that it is difficult to express their idea in writing. Oshima and Hogue (1991:5) state that writing always has problems which put students into trouble as shown by errors made in both the organizing of the composition and the language so that the students' writing topic cannot be stated correctly. It is believed that developing writing skills is more complicated than developing other language skills. In order to be able to write well, the students need to be equipped with early and continued writing experiences. Thus, the teacher's task to develop the students' writing skill is more complicated than the other skills.

Inquiry learning is a complex process where students formulate questions, investigate to find answers, build new understandings, meanings and knowledge, and then communicate their learning to others. In classroom where teachers emphasize inquiry learning, students are actively involved in

solving authentic (real life) problems within the context of the curriculum and community. These powerful learning experiences engage students deeply.

According to the English teachers of *MTs Negeri Karangdowo Klaten*, the school has implemented the inquiry method for about a year and inquiry method is appropriate method to be applied in this school, because students are more active in learning activity inside the classroom. Before applying the inquiry method, this school uses the old method that teacher only delivered the subject material and students just listen without giving the opportunity to show up ideas about the material. The difficulty that students faced was related to their ability in writing, especially in generating ideas in order to write a good text. Getting many ideas to write was sometimes frustrating for students. They did not know how to collect rich ideas about a topic that were going to be written so that writing was hard.

From the explanation above, the researcher is interested in conducting
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B. Research Method

The type of research is general qualitative research. The writer describes how the implementation of teaching writing using inquiry based method at the second grade of MTs Negeri Karangdowo Klaten in 2014/2015 academic year. The subject of the research is limited to teacher and the second grade students of MTs Negeri Karangdowo Klaten. The object of the research are; First, the implementation of teaching writing using inquiry based method at the second grade of MTs Negeri Karangdowo Klaten, which includes; a) objectives of teaching writing using inquiry based method, b) teaching materials used by the teacher in teaching learning activity, c) teaching procedures used by the teacher in the classroom, d) the teachers' roles in teaching writing, e) the students' roles in teaching writing, f) classroom techniques used in teaching writing process, g) roles of media in

teaching writing process. Second, the problems faced by the teacher in teaching writing using inquiry-based method at MTs Negeri Karangdowo Klaten.

C. Research Finding and Discussion

The researcher gets data of implementation of teaching writing using inquiry based method in English teaching at second grade of B. The data are divided into two parts are; the implementation of teaching writing using inquiry based method and problems faced by the teacher.

1. The Implementation of Teaching Writing Using Inquiry based Method

The research finding divided into seven parts are; objectives of teaching writing using inquiry based method, teaching materials used by the teacher in teaching learning activity, teaching procedures used by the teacher in the classroom, the teachers' roles in teaching writing, the students' roles in teaching writing, classroom techniques used in teaching writing process, roles of media in teaching writing process.

a. The objectives of teaching writing using inquiry based method

Based on the information from the English teacher of MTs Negeri Karangdowo Klaten, the general objective of language teaching is to develop four skills. Then, the specific objective of language teaching learning process is to take the students to be active in English classroom both in oral or written language and they can apply the four skills, listening, speaking, reading, and writing. The teacher also said that the goal of language teaching is actually to develop the communicative competence of the students. Writing as one of the products of performative competence plays an important role in teaching English, because the students can express their ideas in the form of written language.

b. The Teaching Material Used by The Teacher in Teaching Learning Process

In MTs Negeri Karangdowo Klaten, the material for teaching English used by the teacher is taken from English textbook entitled “Real Time” published by Erlangga. There are five themes on the book, that is advertisements and brochures, birthday party, holiday, things around us, and label on food and medicine. The materials that delivered by the teacher are birthday party (invitation letter) and things around us (descriptive text). The teacher also used the teaching materials from many sources, such as from picture, and students work paper (LKS).

c. The Teaching Procedures Used by The Teacher in the Classroom

The first observation was conducted on Monday, April 20 2015 at 7:00. The teacher applied all of the teaching procedures related to the inquiry method. In orientation, The teacher started the lesson by giving advises and motivation about the importance of their learning. Formulate problem, in this stage the teacher showed some picture related to the material (invitation letter). Formulate hypothesis, the teacher tried to stimulate the students to think critically about the material. She gave some questions to the students related to the pictures. Collecting the data, the teacher gave assignment to the students to find out the meaning or name of these pictures, make a sentence, and make a conversation based on the picture. Testing the hypothesis, in this stage the teacher checked the students’ work and corrected the false sentence made by the students. Formulate conclusions, the teacher reviewed the material and she explained the students about the picture.

Second observation was conducted on Wednesday, April 22 2015 at 8:20. The teacher applied all of the teaching procedures related to the inquiry method. In orientation, The teacher gave the students motivation and some quotes, it used to make the students

happy and enjoy to start the lesson. Formulate problem, In this stage, the teacher showed an example of invitation letter on the LCD projector. Formulate hypothesis, after the teacher explained the material, she gave some questions to the students related to the material. Collecting the data, in this section the teacher divided the students into some groups. Then, they have to finish the task from the teacher. Testing the hypothesis, after the students finished their work, the teacher asked them to exchange their work with the other group. So, each groups' work can be corrected. Formulate conclusions, in the end of activities the teacher makes sure the students understand or not by giving question about the material.

Then, third observation was conducted on Monday, April 27 2015. The teacher applied all of the teaching procedures related to the inquiry method. In orientation, the teacher prepared the material and teaching media. Formulate problem, the teacher showed an example of descriptive text and the teacher want see the students to think critically what the meaning of the text. Formulate hypothesis, in this stage the teacher started to explain the material such as definition of descriptive text, generic structure of the text, language features, and example of descriptive text. Collecting the data, in this section the teacher asked the students to work in pair with their friends. So, they could discuss and finish the work together. Testing the hypothesis, the teacher requested two students to read the text, and the teacher chooses the students randomly to answer the question. Formulate conclusions, the teacher showed the text on LCD projector and discussed together to find the answer of the question, and she made a conclusion about the material.

The last observation was conducted on Wednesday, April 29 2015. The teacher applied all of the teaching procedures

related to the inquiry method. In orientation, the teacher gave motivation to the students and asked some question. She did this in order to make a good classroom situation. Formulate problem, in this stage the teacher showed some animal pictures to the students and then the teacher instructed the student to classify these animals whether pet or not. Formulate hypothesis, the teacher gave some questions to the students related to the material. By giving question, the teacher purposed to make students understand more and they are ready to make a text, especially descriptive text. Collecting the data, in this activity, the teacher instructed them to write descriptive text about pet. Testing the hypothesis, the teacher called the students one by one to read their work in front of the class. She wants to check all of students have finished and do the work completely. Formulate conclusions, in the end of class activity the teacher said to the students and she gave the students assignment to write descriptive text about place and submitted in the next meeting.

d. Teachers' Role

The teacher has an important role in teaching learning activities, as a facilitator, and motivator to the students. First is as facilitator, the teacher presented students some pictures and let students to answer and to correct the answer if it is wrong. The teacher did not correct unless students directly appealed to her to do so. Second the teacher as motivator, the teacher motivates the students to solve a problem.

e. Students' Role

The role of the students are as an active participant by develop new knowledge by restructuring their previous understanding from experience they get, as a members of group by interacting and discussing materials with others. In inquiry-based learning,

students can work cooperatively and collaboratively to solve problem.

f. Classroom Techniques

In the classroom activities, the teacher used some techniques such as lecturing, discussion, and questioning. Lecturing is a technique to delivered or explain the teaching material by the teacher orally. Then, discussion is a technique by creates some group, so the students can discuss the material or do the exercise together. Next is questioning, questioning is a technique by giving some questions to the students in order to make the students more understand about the material and checking their answer.

g. Roles of Media

The English teacher used teaching media in the learning process. The teaching media used by the teacher is LCD projector and laptop. By using teaching media, the classroom situation was interesting. The students pay more attention about the material that showed on LCD.

2. Problems Faced by The Teacher in Teaching Writing Using Inquiry based Method

The problems faced by the teacher during the teaching learning process are as follows:

a. Different Capability of the Students

When the teacher explained the materials some students could not understand the material quickly. In this learning process, the students will be late in accepting the materials from the teacher.

b. The lack of Media

The problem faced by the teacher is lack of media in teaching English. In that school there are only three LCD projectors. The teacher said that she had difficulty in using media, because the teacher must bring the LCD to the class if it is not used by the other teachers.

D. Conclusion

1. The comparative between the research paper with other previous study

The researcher found five previous study that had related with her study. The first by Mila graduated from Sebelas Maret University (2011) with her research entitled Improving Students' Writing Ability by Using Inquiry Based Learning at the Eight Grade Students of SMP Negeri 11 Madiun. The similarities between the first previous studies and her research are the object of the research and type of the research. The object of the research is teaching writing to the students, and types of the research is qualitative research. The difference is the previous research shows the implementation of inquiry based learning can improve students' writing skill. Besides, this research just observed how inquiry based method implemented in teaching writing.

Then with second previous research by Suranta (UMS, 2011) with her research entitled Enhancing Writing Skill trough Inquiry-based Teaching to the Eleventh Grade student of SMA Kebakkramat State School in Academic Year 2009-2010. The second previous has similarities with this research, the similarities are the teaching writing as the object of the research which are implemented by the research's subject, and implementing inquiry method in teaching writing. Thus, the differences is the result of the research. The result of the previous research is inquiry based teaching strategy gives some positive effects toward the students writing problems. While, this research just observe the implementation of inquiry based method at the second grade students.

Then third previous research by Yuniati Ulfah Milatasari (2012) graduated from Sebelas Maret University, Improving Students' Ability In Writing Through Inquiry Based Learning (A Classroom Action Research At The Tenth Grade Of SMA N 3 Sukoharjo In The Academic Year Of 2011/2012). From this previous research, the similarities is the result of the reserach. The result of previous

research is inquiry based learning is able to improve the students' writing skill. While, this research is to know the inquiry based method implemented at the second grade of this school. Then, the difference is how to conduct the strategy to the students in teaching writing. The previous research applying process approach, while this research uses inquiry based method applying in teaching writing to the second grade students.

Then, the fourth previous research by Andriyani Mudrikah (UMS, 2011), entitled *The Implementation of Inquiry based Learning in Teaching Writing at the First Year of SMA Negeri 1 Gemolong Sragen*. From this previous research, the similarities are teaching writing as an object, applying inquiry based learning in teaching writing, and problem faced by the teacher. Then, the differences is the previous research used classroom action research, and this research used descriptive qualitative research.

The last previous research by Jafri Mendur, Tini Mogea, and S. Tresnawaty Olli, entitled *Increasing Students' ability of Writing Descriptive Texts based on Inquiry based Learning of SMA Kristen Tondano*. There are also similarity and differences between the previous research and this research. The similarity is the result of the research. The result of the previous research is inquiry based learning is effective to teach the students to think critically in teaching learning process. While, the result of this research is inquiry based method is appropriate and effective to applied at the school especially in the second grade students. Then, the differences are the type and the method of the research. The previous research used pre-experimental descriptive method, but in this research used data reduction, data display, and data verification.

Based on the previous research showed that the implementation of inquiry based method make the students easier in learning activity, especially in writing process. Inquiry based method created the

students more active in exploring their knowledge to find information about the lesson.

2. Suitable of procedures in the implementation of inquiry based method
The teaching procedures was line with the procedures of inquiry based method. Based on Hosnan (2014: 342-344) are six teaching procedures as follows:

- a. Orientation

Teachers prepare the class condition so that students are ready to face the learning process. In this step, teachers stimulate the students to think critically to solve the problem in learning.

- b. Formulate a problem

In this step the teacher takes students on a particular issue, and the problems challenge students to think critically in solving a given problem.

- c. Formulate hypotheses

Hypothesis is a temporary answer of a problem that is being study. The hypothesis needs to be verifiable and must have thought that a strong foundation, so the hypothesis that appear to be rational and logical

- d. Collecting the Data

Collecting the data is collected the information needed to test the hypothesis. The teacher asks questions that stimulate students to seek information.

- e. Testing the hypothesis

Testing the hypothesis is the process of determining an answer that is considered in accordance with the data or information obtained by data collection. The accuracy of data not only by argument but must be supported by the data found.

- f. Formulate conclusions

Drawing conclusions is the process of describing the results obtain based on the results of hypothesis testing. To reach an

accurate conclusion the teacher should be able to demonstrate to students the relevant data.

3. The researcher got two problems faced by the teacher

a. Different Capability of the Students

The problems is on the different capability of the students in accepting the materials. Some students could not understand the material quickly. In this learning process, the students will be late in accepting the materials from the teacher.

b. The lack of Media

The teacher said that she had difficulty in using media, because the teacher must bring the LCD to the class if it is not used by the other teachers. Actually, the teacher also can use the laboratory, but sometime the laboratory is used by the other class. So, it is not every time the teacher can use the media in teaching learning process.

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